

MindMatters Staff Survey

FULL version

Dear staff member

We are interested in finding out what you think about the climate of the school in which you are teaching and issues around the mental health and wellbeing of the school community.

Surveys with similar questions to these can be distributed to students and parents, to gain a complete view of how the school supports the mental health and wellbeing of its community – students, staff and families.

There are four boxes for you to indicate your opinion on each statement. These vary slightly in different sections. The 'Do not know' column is there if you really do not know about the issues in that statement.

We greatly appreciate your time and effort in completing this survey.

Your school name _____ Today's date: / /

Please tick one box in each row

1. School ethos and environment					
A. Allocating dedicated resources	Strongly Agree	Agree	Disagree	Strongly Disagree	Do not know
1. The physical layout of our school supports the mental health and wellbeing of students (e.g. adequate areas for games, quiet discussion, contemplation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The physical layout of our school supports the mental health and wellbeing of staff (e.g. personal work spaces, adequate areas for meetings and discussions, comfortable places for interacting with other staff)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Staff at our school have sufficient access to materials about mental health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. We have appropriate spaces for confidential discussions between support or welfare staff and members of the school community at our school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Sufficient resources have been allocated to support students with high mental health and wellbeing needs at our school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Support or welfare staff at our school have sufficient time allocated for direct contact with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Support or welfare staff at our school have sufficient time allocated for administrative duties regarding mental health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Support or welfare staff at our school have sufficient time allocated for direct contact with staff needing support and information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Our school places a high priority on the mental health and wellbeing of the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Positive communication and relationships	Strongly Agree	Agree	Disagree	Strongly Disagree	Do not know
10. Our school provides opportunities for students and staff members to develop positive relationships with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Staff at our school support and respect other members of the school community (students, staff, parents and caregivers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Students at our school support and respect other members of the school community (students, staff, parents and caregivers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Teachers at our school are supported in their classroom interactions (including teaching and relationship building) with students with high support needs in mental health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I feel physically safe at this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Our school provides programs and activities that promote positive relationships among all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I have someone I can talk to at school should I need help or advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Students at our school have teachers or other staff they can talk to if they have problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. We have formal opportunities dedicated to discussing mental health and wellbeing issues for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. We have formal opportunities dedicated to discussing mental health and wellbeing issues for staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I feel a strong sense of belonging and connection to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Clear policies and processes	Strongly Agree	Agree	Disagree	Strongly Disagree	Do not know
21. Our school has effective policies and practices regarding behaviour management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Our school has effective policies and practices regarding issues associated with loss and grief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Our school has effective policies and practices regarding adolescent sexuality and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Our school has effective policies and practices regarding drug and alcohol use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Our school has effective policies and practices that support the mental health and wellbeing of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Our school has effective policies and practices for dealing with racism and cultural insensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Our school has effective policies and practices for dealing with relationship and conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I feel confident in my interpretation and application of school policies and procedures relating to mental health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Overall, our school policies and procedures support the mental health and wellbeing of school community members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Curriculum Teaching and Learning					
A. Providing a 'whole student' approach	In place	Taking hold	Introducing	Not at all	Do not know
30. Our school encourages all students to participate in school life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Our school provides students with opportunities to involve their immediate or extended families in their school experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Our school provides students with opportunities to develop their strengths and improve their weaknesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Our school provides students with opportunities to develop supportive relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Our school provides students with opportunities to develop their skills in managing their health (physical, mental, emotional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Our school provides students with opportunities to experience success in different ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Our school promotes a range of physical activities for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Our school provides students with opportunities to set personal goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Staff at our school take students' family or personal circumstances into account when required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Our school is clear in the expectations it sets for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40.	Our school provides students with opportunities to experience responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	Students at our school are provided with opportunities to develop their skills in dealing with bullying and harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Curriculum content and integration		In place	Taking hold	Introducing	Not at all	Do not know
42.	Students are provided with opportunities to learn about social, cultural and racial diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	Students are provided with opportunities to develop their understanding of resilience and coping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44.	Students are provided with opportunities to develop their understanding of loss and grief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45.	Students are provide with opportunities to develop their skills in communication and assertiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46.	Students are provided with opportunities to develop their skills in decision-making and problem-solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47.	Students are provided with opportunities to develop their skills in help-seeking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48.	Students are provided with opportunities to develop their skills in non-violent conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49.	Students at our school are provided with opportunities to develop their skills in managing their emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50.	Information about mental health and wellbeing is incorporated into classes across the curriculum, not just in one class (e.g. health)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51.	Mental health and wellbeing issues are taught across all year levels in an integrated manner (e.g. issues discussed are built on and developed each year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52.	Our curriculum is designed to develop the whole student - academically, socially, emotionally, mentally, physically and spiritually (if appropriate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53.	I include issues around mental health and wellbeing in planning and delivering my lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Engagement		In place	Taking hold	Introducing	Not at all	Do not know
54.	Students with special learning needs are identified and supported appropriately at our school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55.	All students at our school are encouraged to have high expectations for themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56.	Students have a strong sense of belonging and connection to our school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57.	Teachers at our school include activities and class discussions that allow students from all backgrounds to contribute and participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58.	Students at our school are encouraged to participate in the evaluation and assessment of their own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59.	Students at our school are encouraged to relate their class work to their individual interests wherever possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60.	Students at our school are involved in managing and planning their own learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61.	Students and teachers at our school work together to make learning interesting and engaging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62.	I am able to motivate and engage students at different ability levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63.	I assess and report on aspects of social and emotional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Internal and external partnerships and services					
A. Including communities, families, parents and caregivers	Strongly Agree	Agree	Disagree	Strongly Disagree	Do not know
64. Our school encourages local or community groups to participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. Our school communicates regularly with families and the school community about mental health and wellbeing issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. A broad range of parents and caregivers are actively involved in our school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Parents and caregivers feel like they're part of our school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. I think that encouraging students to participate in local community groups is an important aspect of their education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. Staff at our school are encouraged to participate in local community groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. Our school understands and works with the diverse values of the wider school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. I include perspectives and values that represent the diversity of our wider school community in my lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Referral pathways and partnerships	Strongly Agree	Agree	Disagree	Strongly Disagree	Do not know
72. I am aware of our school's links with a broad range of organisations and services that support the mental health and wellbeing of young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Our school has well-documented referral protocols to services within the school relevant to young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. Our school has well-documented referral protocols to services outside the school relevant to young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. Staff at our school are mindful of confidentiality issues when discussing students' circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. Internal support staff (e.g. welfare officers or psychologists) continue to discuss student progress and actions with the staff who referred them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. Students with high support needs in mental health and wellbeing are able to provide feedback on our school's procedures around support and referral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. I am confident in responding to students who need support in areas of mental health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. I am able to refer students who need assistance to appropriate support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Transitions	Strongly Agree	Agree	Disagree	Strongly Disagree	Do not know
80. Staff at our school have a solid understanding of the developmental issues surrounding adolescence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81. Staff at our school are aware of and look after the mental health and wellbeing needs of new students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82. Staff at the school recognise and support the mental health and wellbeing needs of students from diverse social and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83. Our school has strong links with other schools to support the transition of new students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84. Students are encouraged to welcome and assist newcomers to our school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

85. Older students participate in buddy or mentor programs to support younger students at our school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86. The school has effective procedures to support highly mobile or transient students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87. Our school prepares students emotionally and socially to make the transition to life beyond school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88. Parents and caregivers are provided with information to help students plan for their lives beyond school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89. Our school encourages students to maintain contact with the school after they have graduated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90. Students are encouraged to seek support at our school to help them deal with major transitions (divorce and family break-up, death, unemployment etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
91. The school provides effective support for students returning to school after a mental health issue or incident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
92. The school has effective practices to support the mental health and wellbeing of new staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
93. Staff at our school receive support in dealing with change in their professional and private lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
94. The school provides effective support for staff returning to work after a mental health issue or incident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Enablers					
A. Leadership	Strongly Agree	Agree	Disagree	Strongly Disagree	Do not know
95. All students at our school have opportunities to participate in leadership activities in a range of areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
96. There are opportunities for staff at our school to act in leadership positions around mental health and wellbeing issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97. Members of our school leadership group are knowledgeable and skilled in mental health issues and whole-school approaches to mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
98. Mental health and wellbeing and the welfare/support system is discussed regularly at school leadership meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
99. There is clear endorsement by our school leadership group of action to promote student mental health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100. There is active support from our school leadership group for partnerships between the school, and community mental health services and agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
101. Our school leadership group has developed a strategic plan to address the mental health and wellbeing needs of our entire school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
102. Our school executive and leaders contribute positively to the mental health and wellbeing climate of our school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Staff understanding of mental health and wellbeing	Strongly Agree	Agree	Disagree	Strongly Disagree	Do not know
103. Staff at our school are encouraged to undertake professional development on issues around mental health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104. There are systems in place within our school to support staff mental health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
105. All staff at our school have access to MindMatters information and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
106. Staff at our school have access to outside services (such as an Employee Assistance Program) for themselves and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

107. I know what my roles and responsibilities at this school are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108. I have opportunities to reflect on my practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
109. Staff at our school place a priority on student mental health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
110. Staff at our school have opportunities to participate in cross-school programs and initiatives in mental health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111. Staff at our school understand the relationship between student mental health and wellbeing and other outcomes of schooling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Evidence-based evaluation	In place	Taking hold	Introducing	Not at all	Do not know
112. Our school uses existing data to inform policies and practices around mental health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
113. Our school records and monitors incidents that relate to student mental health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114. The mental health and wellbeing of our school is monitored through the regular collection of data or surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
115. The effectiveness of mental health and wellbeing programs at our school is evaluated regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
116. Staff at our school discuss and analyse data relating to mental health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
117. The school makes use of other data sources (e.g. national surveys, research) to inform decisions about how to support the mental health and wellbeing of the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
118. Information about the results of the school's mental health and wellbeing surveys is provided to the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
119. I have participated in collecting mental health and wellbeing data for our school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
120. I have participated in analysing and interpreting mental health and wellbeing data for our school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
121. I have been involved in reporting mental health and wellbeing data for our school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
122. I have been involved in evaluating mental health and wellbeing programs at our school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2: Mental Health and Wellbeing programs at your school.

Please list all of the activities or programs your school uses to support the mental health and wellbeing of your students. These can include both commercially available programs and school-developed programs.

123.	124.
125.	126.
127.	128.
129.	130.
131.	132.

Thank you for your time in completing this survey.